

## Zone of Proximal Development Finder Worksheet 2008-2009 Vermont Alternate Assessment

**Student Name:** Brian

**Student Grade:** (Select one) ☐ (2-5) Elementary ☒ (6-8) Middle ☐ (9-12) High

**Step 1: Content Area:** (Select one) ☒ Reading ☐ Math

**Step 2: AA Core Standard** (Enter Code): 3A

(Enter selected Instructional Focus for Standard) Expresses understanding of literary elements (characters, setting problem/solution, conflict/ resolution, and sequence of events)

**Step 3: Matching AA Grade Cluster Expectation (GCE)** (Enter Code): 3m

(Enter selected GCE from Core Standards) Retells or sequences major events

**Step 4a: Baseline Probe(s)** (Must be at least one included)

Probe #	1	2	3
Accuracy Level	1/5 – 20%	2/5 – 40%	3/5 – 60%
Level of Support	PP	PP	PP
FP=Full Prompt, PP=Partial Prompt, M=Model, VP=Verbal Prompt, I=Independent			

**Step 4b: Student Learning Progression Target** (Enter Code): 3m

(Enter actual ZPD target from Core Progressions) Sequences major events using a timeline. Brian had trouble using a story map to organize ideas during the first probe. He was able to use a timeline with 40% accuracy during the second baseline probe so we tried picture cards for the third probe. He successfully sequenced the cards during this probe to indicate sequence of major events after hearing several short stories read aloud and following along using his picture cues. All of these probes required partial verbal and physical prompts.

**Step 5: Annual Assessment Goal Statement:** (Must include description of conditions, target behavior & criteria for determining the amount of student progress. Be specific.)

(Enter assessment goal here) GOAL: Given an adapted version of the text, Brian will read short sections of it with an adult and use picture cards, a timeline, and a story map to sequence events from that section/chapter of the text with 80% accuracy with verbal prompting by June. NOTE: Hatchet is a text that Brian's class will be reading during their literature circle groups this year and Brian can participate in some of the small group discussions and view the movie version of the text with his class after they finish reading it. He will also use a communication device to tell or show his favorite part of the story, applying his written communication skills.

**Is this an existing IEP goal?** (Assessment goals are not required to be documented in the IEP)

☒ Yes ☐ No